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ABSTRACT

Project TIP (Tyson Improvement Program) was undertaken in 1992 to provide basic and job-specific skills training to current employees of Tyson Foods. The workplace literacy program, which was jointly developed by staff from Wallace State College in Hanceville, Alabama, and Tyson Foods, was designed to be presented to Tyson employees at five locations for four 13-week cycles. A literacy audit, job task analysis, and employee assessment were conducted. The audit/analysis results were used to develop a context-specific curriculum. Also developed were recruitment/retention strategies and support services. During the project, job-specific instruction (in reading and/or mathematics) was provided to 571 Tyson employees, and basic adult education was provided to an additional 267 employees. Individual educational programs were developed for each participating employee, and ongoing tutorial and learning lab assistance was also provided to selected Tyson employees through two helping organizations, Alabama Adult Education and Green Thumb, as well as volunteer tutors and computer-assisted instruction. All of the groups receiving training at each of the program sites had statistically significant increases in their math and reading scores on job-specific posttests, and the overall project attendance rate at the five sites was 84%. Program participation barriers and ways of improving the program are identified. (MN)

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PROJECT TIP

ED 365 780

TYSON IMPROVEMENT PROGRAM

Tyson

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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CE065358

A Model National Workplace Literacy Project

Administered by
Wallace State College
Hanceville, Alabama

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EXECUTIVE SUMMARY REPORT

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This project was conducted under the National WorkPlace Literacy Program Grant V198A20237 from the U.S. Department of Education, Office of Vocational and Adult Education. Project TIP is a industry/education partnership between Wallace State College and Tyson Foods, Inc. in Alabama.

STATE OF ALABAMA
GOVERNOR'S OFFICE
MONTGOMERY 36130

JIM FOLSOM
GOVERNOR

A Message from the Governor of Alabama

The U.S. and world economy are changing. World trade, high technology, and global competition are forcing us to retrain our current workforce. If Alabama is to compete, we need to implement workplace education relevant to the present skill requirements.

The Tyson Improvement Program, Project TIP, is an industry/education partnership between Tyson Foods, Inc. and Wallace State College in Hanceville, Alabama. This pilot, job-specific program has demonstrated measurable effectiveness in five Tyson Processing Plants in Northeast Alabama.

I would like to congratulate all the individuals and helping organizations involved in this project. It is our hope Project TIP will serve as a model for other business/industry/education partnerships committed to the future productivity of our workforce.

Jim Folsom
Governor

Message from the President

We live in an era whose hallmark is change. For our economy to survive in a rapidly changing world, the workplace is compelled to incorporate new learning theories for global competiveness. The ability to learn purposefully from our work and the ability to foster others' learning have become critical new industry and business skills.

Project Tip is an example of a joint effort between industry and education to create a learning model to ensure greater productivity for our current workforce. I encourage all individuals and businesses to develop a workplace education program for the future growth of our country.

I would like to congratulate the Wallace State College project staff, the five Tyson Processing sites, and the Tyson participants of Alabama in their many successes of this NWPL pilot project.

Dr. James C. Bailey
President

WALLACE STATE COLLEGE ADVISORY COUNCIL
Project TIP

Rayburn Williams
Dean/Technical Division

Bob Guthery
Dean/Academic Division

Jenny Folson
Director/Title III

Janice Easterwood
Business Manager

Carl Young
Industrial Development

Mary Collins
Assis. Business Manager

PROJECT OVERVIEW
U.S. Department of Education
Office of Vocational and Adult Education (OVAE)
Division of National Programs (DNP)

1. **PROGRAM TITLE:** National Workplace Literacy (CFDA 84.198)

2. **PROJECT TITLE:** Project TIP A National Workplace Literacy Program

3. **AWARD NUMBER:** V198A20237

4. **PROJECT DIRECTOR/ AWARDEE/ADDRESS TELEPHONE:**
De Dickey
Wallace State Community College
P.O. Box 2000
Hanceville, AL 35077-2000
205-352-6403

5. **FUNDS BY FISCAL YEAR:**

Federal:	FY 1992	$365,399
Non-Federal:	FY 1992	171,160
	TOTAL:	$536,559

Federal Funds: 68 % of total funds

6. **AWARD PERIOD:** May 1, 1992 --- October 31, 1993

7. **FEDERAL PROJECT OFFICER:** Sarah Newcomb, Education Specialist, OVAE 202-205-9872

8. **OBJECTIVES:** To provide basic and job-specific skills resulting in upgraded work performance, increased productivity and continued employment required by changes in the workplace.

9. **PROCEDURES:** Project TIP will be serving five industrial locations for four 13-week cycles. TIP procedures will include: Literacy Audit, Partnership Agreement, Job-Task Analysis, Employee Assessment/Goal-Setting, Contextual Curriculum Development, Recruitment/Retention, Support Services, Data Collection, Project Documentation, and Evaluation Phases.

10. **OUTCOMES/RESULTS/PRODUCTS:** Evaluation measures and work-based outcomes will be conducted in three phases: Phase I-Startup Period; Phase II-Formative Evaluation (monitored each cycle); Phase III-Summative Evaluation (overall assessment of processes, procedures). Tyson Foods, Inc. has committed to institutionalization of Project TIP throughout entire industry. Project TIP will be disseminated to clearinghouses, publications, and institutions.

11. **EDUCATIONAL LEVEL:** Adult Education

12. **TARGET POPULATION(S):** Tyson Foods' current workforce

13. **ESTIMATED NUMBER OF TRAINEES:** 600

PROJECT TIP ORGANIZATIONAL CHART
Wallace State College

De Dickey
Project Director

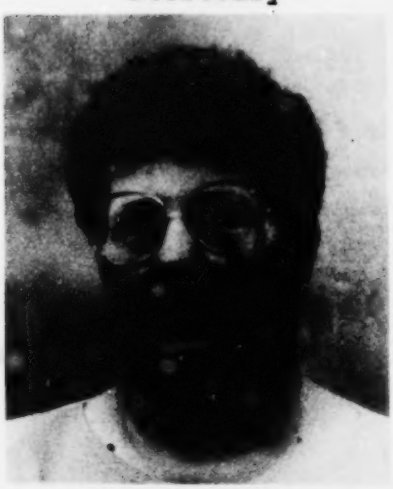
Dr. Marilyn Beck
External Evaluator

Bobby McCracken
Counselor

Joyce Hammond
Secretary

Carolyn Hendrix
Instructor
Blountsville, AL

Robert Still
Instructor
Ashland/Heflin, AL



Linda J. Sullivan
Instructor
Boaz/Gadsden, AL

INTRODUCTION to PROJECT TIP

On May 1, 1992 Wallace State College of Hanceville, Alabama joined in a collaborative effort with Tyson Foods, Inc. and the U. S. Department of Education to address the educational needs of the Alabama Tyson workforce. At the close of this grant, the Tyson Processing Plants in Alabama have a workable model to better meet the needs of job-related education for the Tyson Team Members (TTM's).

As the state's benchmark of National WorkPlace Literacy grants, Wallace State College continues to encourage other organizations to think seriously about addressing literacy needs for their own employees and in their own communities as well. It is hoped that Project TIP (Tyson Improvement Program) will serve as a role model to inspire business and industry to adopt similar workplace programs throughout Alabama.

The Economic Abstract of Alabama, based on the 1990 census, reports that from a population of 2,980,586 people--eighteen years of age and over--959,889 have no high school diploma or GED equivalency. This partnership between Tyson Foods and Wallace State College demonstrates how Alabama's business/industry people are working together with an educational institution to address these specific literacy needs critical to Alabama.

While each industry should develop a program unique to their own demographics, we feel our experience in WorkPlace Literacy projects may be of interest and value. The Project TIP model can and does offer ideas and guidelines that are rooted in our own past experiences. The model we have continued to develop and refine for Tyson could serve as a catalyst from which any industry could develop their own workplace education program.

Project TIP has achieved its share of success by having the opportunity of working with many dedicated TTM's in Northeast Alabama. To date, over one-half of the participants have completed the 26-week TIP program. Job-specific training has, first and foremost, increased the TTM's self-image. This new confidence and better working knowledge of Tyson operations transfers into increased productivity for Tyson. The 13-week cycles proved to be an asset for the program as TM's could achieve short-term goals that were realistic and immediately rewarded.

Realistically, a "workplace educated" employee, at any performance level, is going to reap long-term growth rates for their company, as well as re-generate growth for our family and community structure.

TYSON FOODS STEERING COMMITTEE
Project TIP

Clarence Wilson
Southeastern Human Resources Manager
Alabama Complex Headquarters--Oxford

Gerald Elliott
Personnel Manager
Ashland, AL

Max Dover
Personnel Manager
Blountsville, AL

Steve Dade
Personnel Manager
Boaz, AL

Denise Pittard
Personnel Manager
Hefflin, AL

Allan Trotter
Personnel Manager
Gadsden, AL

ROLES OF PARTNERS

INDUSTRY

Tyson staffs' for five locations were involved and supportive of Project TIP. The nature of contributions consisted of:

- .interviewed/approved TIP instructors
- .provided instructional space for TM's
- .assisted in task analysis
- .provided industry-specific materials
- .served on TIP steering committee
- .sponsored graduation activities
- .provided constructive feedback for TIP success
- .assisted/encouraged recruiting efforts

EDUCATION

WSC staff provided job-related and basic skills instruction as well as operational procedures to ensure project goals. These activities included:

- .hired project staff
- .implemented staff development of Instructors
- .developed job-specific instructional materials to meet learner performance levels
- .assessed literacy skills of TM's
- .implemented and evaluated educational components of project
- .designed and managed data collection as per grant requirements
- .served on TIP Steering Committee
- .provided constructive feedback to reach TIP objectives
- .managed budget status to address TM's needs per site

PARTICIPANTS

Tyson Team Members provided TIP with self-motivated and hard-working learners. Active and ongoing involvement by TM's was demonstrated by:

- .served on TIP Steering Committee (individual sites)
- .recruited new TM's
- .participated in planning and personal goals (IEP)
- .shared ideas and input for programmatic changes
- .provided Tyson materials for curriculum improvement
- .provided data for Project Evaluation

GOALS/OBJECTIVES

GOAL

Design and facilitate a NWPL model to improve job-related skills, advance personal productivity, and increase job-security of the Tyson Foods workforce in five of the Tyson Processing Plants in Alabama.

The paradigm has successfully demonstrated:

...implementation of job-specific workplace education relevant to today's workforce.
...voluntary recruitment and enrollment of TTM's
...inspiration for TM's to continue educational training for the workplace and for personal reasons.

OBJECTIVES

Objective I:

By August of 1992 to have designed, approved, and implemented Phase I--Start-up Period as follows:

...Literacy Task Analysis
...Curriculum (Basic Skills and Job-Specific)
...Pre/Post Employee Assessment Inventory
...Set-up Instructional Locations
...Organization of Learner-Centered Labs
...Operational Procedures
...Policies and Procedures Manual

Objective I: Performance Evaluation Results

The Literacy Audit was furnished by Tyson as part of the grant application, providing profiles of plant populations, performance levels and needs surveys.

The Literacy Task Analysis was conducted by the curriculum consultant, Jorie Philippi, Tyson Management, and the Project Director. This procedure included observation of various job tasks of line workers and interviews to draw a scope and sequence of skills/materials needed. From this data, specific instructional objectives were developed to structure the job-related reading and math curriculum.

The TABE locator and job-specific pre-post tests were administered each cycle to assess the written performance levels of TTM's. The TABE Battery was applicable for the basic skills (GED) component funded through Alabama Adult Education and/or Tyson Foods.

The TIP's physical facilities for the five sites were all in place at the on-set of Cycle 2, lending more stability to the program for the instructors and TTM's.

The Operational Procedures and Policies Manual was presented during the staff development training prior to recruitment.

Objective II:

To provide on-going outreach activities which will result in the recruitment, intake, and instruction of a minimum of 600 eligible applicants to the program by October of 1993.

Objective II--Performance Evaluation Results

Project TIP had a total intake of 571 job-specific participants and 267 intake for adult educational participants. The 571 job-specific participants is a duplicated headcount for those participants who completed more than one cycle. Since each cycle was devoted to reading or mathematics, each student had to complete two cycles in order to graduate. Therefore, enrollment in two consecutive cycles was strongly encouraged.

The compilation of data for each of the four cycles was gathered to serve as a formative tool for continuous improvement in the project. The Wallace State College and Tyson Planning Teams, as well as project staff, supervisors and TTM's were involved in monthly tracking meetings.

Each cycle was culminated with a formative evaluation involving the project staff and the external evaluator. A document of each cycle results was forwarded to the OVAE for project review.

Objective III:

To provide instructional activities which will result in new employment, continued employment, career advancement, or increased productivity of industries; and/or upgrade basic skills required by changes in the workplace; and improved competencies in communication, problem solving, personal and group effectiveness of project participants.

Objective III--Performance Evaluation Results

All instructional activities were addressed in Individual Educational Programs for each TM. Goals and objectives were defined by each TM and instructor; then reviewed by the counselor.

The TIP IMPLEMENTATION, subsequently, provides the breakdown of the instructional features.

The criteria used to track the instructional activities and assessments of the TTM's was accomplished within the parameters of the grant. All Project statistics and measurable data were compiled by the Project Director and analyzed by the external evaluator, Dr. Marilyn Beck.

Objective IV:

To provide on-going tutorial and learning lab assistance to adult learners in need of educational improvement.

Objective IV--Performance Evaluation Results

The Project Counselor assisted in on-going educational improvement for the TTM's utilizing the helping organizations of Alabama Adult Education, Green Thumb, Inc., volunteer tutors and CAI. Several enrollees were referred to their respective sites' training counselor and/or to outside educational agencies (such as post-secondary institutions, or other service providers).

IEP's were amended and extented to accomodate continued assistance or revised goals needed by TM's.

TIP promotes teamwork and motivation and encourages teammembers to try new things. I have also seen a great improvement in self-esteems.

Allen Trotter

IMPLEMENTATION

Start-up Phase

- .Partnership Agreement
- .Literacy Audit
- .Job-Task Analysis
- .Data Collection/Operational Procedures
- .Contexual Curriculum Development
- .Internal/External Evaluation Processes

Recruiting Key Staff

- .Qualities
- .Staff Development
- .Rapport with adult learners
- .Train tutors

Set-Up Instructional Labs

- .Physical Facilities
- .On-site
- ."Learner-centered" Environment
- .Instructional Materials
- .Computers/Printers

Develop Job-related Curriculum

- .Comprehensive job-based education in reading and math
- .Problem Solving/Critical Thinking Skills
- .Curriculum addendums adapted for diversity of performance levels
- .Workplace Materials and Manuals
- .Overview of Tyson Goals/Operations

Set-up Instructional Programs

- .13-week cycles--Reading/Math-26 weeks instruction
- .2 days per week--1 to 2 hours per day--3 shift changes
- .Voluntary participation
- .One-on-one tutorial instruction
- .Group Dynamics Job-Related classes
- .Additional generic skills for GED component

Quantitative Measurable Data

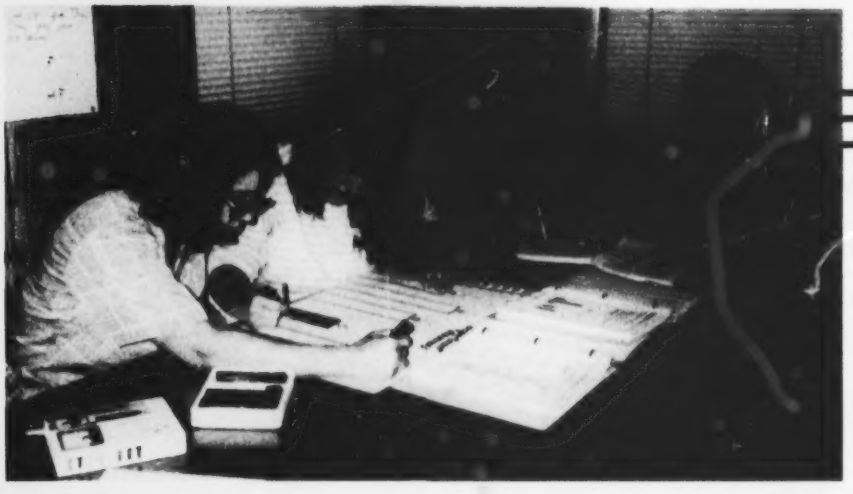
- .Intake
- .Assessment
- .Surveys
- .Tyson Tracking System
- .Mgt/Participant Evaluations
- .TM Improvement Videos

Evaluation

- .Assessment of start-up
- .Three formative evaluations
- .One summative evaluation
- .Final Executive Report
- .External Evaluation Report
- .Project Dissemination

On-going Activities

- .Revise/Adapt Tyson Curriculum
- .Reading instruction for critical needs areas
- .Recruit new participants
- .Gain management support
- .Provide constructive feedback



I call them "achievers". Achievers in the fact they set a goal and accomplished what they set out to do. They put pride aside for knowledge and set the example for the others to follow.

Denise Pittard

PROFILE OF WORKPLACE LITERACY TRAINEES

Date: October 29, 1993

TOTAL TIP # REGISTERED/PRE-TESTED — Job-Specific: 571

Characteristics		Non-Completers	Total	Completers	Total
Race:	Anglo-Saxon	125		243	
	African Amer.	94		106	
	Amer. Indian	0		2	
	Asian	1		0	
	Hispanic	0	220	0	351
Age:	Average Age	35		36	
Education:	H.S. Grad.	128		206	
	Non-H.S. Grad.	92	220	145	351
Yrs. Tyson:	0---5 years	114		208	
	6--10 "	57		74	
	11--15 "	22		32	
(535 responses)	16 + years	17	210	11	325
Sex:	Male	98		121	
	Female	122	220	230	351
TOTAL: Job-Specific Completers					351

. The Adult Education component (all sites) documented 267 participants through open enrollment; 16 received GED Certificates.

REASONS FOR NOT COMPLETING ON-SITE Project TIP CLASSES (Cycles 2--4, only) Reason	Number
Transportation/Car Problems	16
Family Problems/Personal Reasons/Illness	27
Shift Change/New Job/Over-time	6
Employment Terminated	9
Childcare Problems	1
Other	14
No Reason Given	35
Total:	108

QUANTITATIVE MONITORING OF RETENTION RATE				
TOTALS Cycles 2--4	Weeks 1--4	Weeks 5--9	Weeks 10--13	TOTAL
	18	52	38	108
AVERAGE TIP RETENTION RATE:				73%

NATIONAL WORKPLACE LITERACY
PROJECT TIP
Award #V198A20237

PERSONNAL PERFORMANCE EVALUATIONS
Based on rating of 1---10

AREAS (Cycles 2--4)	SUPERVISORS	INSTRUCTORS	TTM'S
Dependability	7.9	8.2	9.3
Creativity	7.8	8.3	8.9
Planning	7.9	8.2	9.0
Communication Skills	7.8	8.9	9.1
Job Knowledge	8.3	8.3	8.4
Human Relations	7.8	8.9	9.5
Resourcefulness	7.5	8.3	9.4
Problem Solving	7.8	8.2	8.7

CYCLES 2--4 PRE/POST TESTS RESULTS

All groups had statistically significant increases in math and reading scores on the job-specific tests (designed by the consultant or instructor).

ATTENDANCE

Project TIP produced an attendance rate of 84% from five sites.

TTM EXIT EVALUATION
Top Three Responses from Cycles 2--4

Question: Has Project TIP affected how you do your work?
Answer: 1. More self-confidence on the job
2. More comfortable with other TM's
3. Can communicate better with management

Question: What would help your job performance at Tyson?
Answer: 1. More on-the-job training (many areas mentioned)
2. More consistency and organization
3. Move to higher level/opportunity to advance

Question: What would help other TTM's to take the class?
Answer: 1. Transportation
2. Child care
3. Different Bonus structure

Project TIP was rated very positive by the TTM's. On a scale of 1--10, only 11 graduates ranked the program below 7; over one-half rated it 10.

TYSON IMPROVEMENT PROGRAM
STATISTICAL DATA

TIP TRACKING

NAME	Average Length of Employment	Job Change/ Promotions	Acci- dents	Continuing Education	Attendance	Griev- ances
Bl'ntsville						
TIP	5	2	1	4	Good	0
Random	3	1	3	0	Fair	2
Gadsden						
TIP	6	3	0	3	Good	1
Random	11	1	0	1	Fair	0
Ashland						
TIP	11	4	2	5	Good	0
Random	4	0	4	0	Fair	0
Heflin						
TIP	8	5	2	1	Good	0
Random	4	1	1	0	Fair	0
Boaz						
TIP	4	2	0	8	Good	0
Random	5	1	0	0	Good	0
TOTAL						
TIP	34	16	5	21	Good	1
RANDOM	27	4	8	1	Fair	2

Ten TIP participants and ten non-TIP's were randomly selected in Cycle 1, and tracked through Cycle 4 to chart any changes in six tracking areas. The Tyson Tracking System overall trend indicates increases for TIP in the following catagories:

Length of employment = less turn-over

Job Change/Promotions = less recruitment from outside/promoted from within policy

Accidents = more cost-effective

Continuing Education = improved self-esteem leads to higher personal goals

Attendance = more yield to production

Grievances = fewer complaints produces happier TM's

Productivity not shown due to voluntary participation.

INSTRUCTOR OVERVIEWS
SUCCESS STORIES

CAROLYN HENDRIX--Blountsville, AL:

OVERVIEW: The Tyson Improvement Program was an excellent opportunity for the Tyson Team Members. The increase in self-esteem was unbelievable. We have had several TM's express an interest in furthering their education and some of those have actually started college. Beecher Yancey, speaking of his wife Mary Sue and her classmates, said "You have made friends for life by teaching in TIP and I am one of them". It is comments like this that touch a person and make one feel that what they are doing is all worthwhile. Project TIP has been an enjoyable experience in flexibility and teamwork.

SUCCESS STORY: Pauline Smith enrolled in TIP to learn more about Tyson; little did she realize where this would take her. Pauline is on the newsletter team and has written several of the articles printed in the "Tyson Team Talk". She has the ability to do data collection in her department. Pauline has started her second quarter at Wallace State College after receiving a Tyson scholarship.

LINDA SULLIVAN--Boaz/Gadsden, AL:

OVERVIEW: Self-esteem and determination to become all they can be have been reflected in the lives of many TIP graduates. It was said by a supervisor that Ronald Zeigler from the Gadsden plant was like a new employee. "Before TIP I did everything from sending him home for three days to threatening termination--now he is much more conscientious and a much improved employee" was a paraphrased comment by Ronald's supervisor. Other Team Members have been promoted, learned to read, and have just become better citizens because of realizing some of their potential. TIP has been a real motivating force in the lives of many Tyson Foods Team Members.

SUCCESS STORY: Ester Bridges has worked for several years for Tyson Foods but had goals she hoped to achieve. Today she has realized several of her goals. First, because of Tyson's interest in the educational improvement of Team Members, she received her GED. Ester then enrolled in TIP classes and graduated from them. Finally, she applied for and received a full two-year scholarship to Snead State Jr. College. Today she is working as a management trainee at the Boaz plant.

ROBERT STILL--Ashland/Heflin, AL:

OVERVIEW: The Tip Project has been a pleasant learning experience for all involved. We have delivered self-esteem and education skills to those volunteers who were motivated enough

to take advantage of this on-site program. We have assessed the major needs of the site's to be reading improvement, math and graph understanding as the areas that need continued efforts.

It has been a genuine pleasure to be associated with the TTM's and the WPL staff of Wallace State College. This industry/education partnership should be the model to produce workers who meet industry demands, plus rewarding liveihoods for themselves.

SUCCESS STORY: The third session of TIP classes had settled in at 6:00 p.m. in September of 1992. The objective of the first day was orientation and establishing group identity. John Ragland introduced himself and promptly stated how much he appreciated Tyson Foods' bringing education to their employees at the work-site. The attitude and confidence that came through in his comments were comforting to the entire group, instructor included.

John's input and attendance during our class time was as impressive as his 12-years work experience with Tyson, whether the day had finished early or late. John's interest, enthusiasm, and leadership continued as he completed TIP classes and took up the challenge of passing the GED test as his (and the groups') next goal.

In June 1993, J. R., as he is affectionately called by his co-workers, again rose to the occasion when he was selected by the Project Director to meet Tyson Corporate management personnel in Washington, D.C. to announce the funding of a second NWPL Grant for Wallace State College and Tyson Foods. His comments were noticed by John Cochran of NBC News, and eventually lead to a human interest story on NBC Nightly News with Tom Brokaw.

J.R.'s co-workers and friends at Ashland are very proud to know and work with him. He has been encouraged to become a tutor to help other folks who need good role models and leaders.

TIP COMMENTS

"TIP is a valuable program and TM's should take advantage of the opportunity. Dedication and hard work will pay off for you". John Ragland-Ashland

"TIP motivated me to be a self-starter" Carolyn Able-Blountsville

"Makes employees more conscientious with their work and performance" Ronald Sokolik--Boaz

"I never would have gotten my GED without this program". Bobby Garmon--Boaz

"I learned a lot about the inside operations of the plant and what it takes to keep the process going". Florence Wilson-Gadsden

"A good relationship and understanding between the teacher and classmates is very important for group learning". John Parris-Heflin

PROGRAMMATIC BARRIERS

1. **TIP Incentives**

2. **Plant Populations**
   - Individual site needs
   - Special education needs

3. **Plant Locations**
   - Distance of work pool from site

4. **Real-Life Barriers**
   - Transportation
   - Child care
   - Family/personal commitment

5. **Work Barriers**
   - Overtime
   - Downtime
   - Plant expansions
   - Peer intimidation

RECOMMENDATIONS

..Commitment/incentive issues need to be further defined for TIP, to ensure institutional success of the program; as facilities, instructors, and curriculum are in place.

..The existing job-specific curriculum needs to be "Tysonized" to address more specific site needs. Under the direction of a curriculum consultant, the TIP instructors, Tyson supervisors, and TTM's should design curriculum addendums to reflect relevancy at each Tyson site.

..As NWPL works to reshape future policy, education in the area of maintenance should be looked at as critical for all industry.

PROJECT DIRECTOR'S CONCLUSIONS

As a pilot program, from start-up to finish, great strides have been achieved in workplace education for the Tyson Foods employees. It is expected that continued growth will be seen in Project TIP as Tyson and Wallace State College endeavor to institutionalize this program for all Tyson Team Members (TTM's).

Quality should be the continued aim for the future of TIP as well as for the company itself. The TTM's enrolled in TIP with many acquired skills. The worker's knowledge of their job is the starting point for improving product, quality, and performance collectively. To improve today's dilemma for product and world competitiveness, quality work through quality education has to be achieved in partnership with the people who hold the knowledge and who are to become more productive.

Learning is now a fact of life in the workplace. The "upskilling' of work in America is being forced upon us by high-tech changes, innovation, and the reality of heightened competition. Labor, business, education, and government are all shareholders in our country's progress.

DISSEMINATION ACTIVITIES REPORT

Wallace State College/Tyson Foods, Inc.
Grant Award #V198A20237

THE FOLLOWING DOCUMENTS WILL BE DISSEMINATED:

1. Project Final Performance Report
2. Project Final External Evaluator Report
3. Project Products

THROUGH:

1. U. S. Department of Education
2. ERIC
3. Adult Education and Literacy Clearinghouse
4. Curriculum Coordination Center Network (4 or 5 locations)
5. Birmingham Regional Planning Commission
6. East AL Regional Council of Governments
7. North Central AL Regional Council of Governments
8. Top of AL Regional Council of Governments
9. AL Dept. of Higher Education
10. AL Office of Employment/Training/Planning/Economic Development-Durham
11. Central AL Regional Planning/Development Commission

In addition, project information was shared through the following organizations:

- .Alabama NWPL Conference--Montgomery, AL
- .Channel 40--"Crossroads" TV Broadcast--Gadsden, AL
- .Adult Education Teacher Training Conference--B'ham, AL
- .U.S. Department of Education Press Conference--Wash. DC
- .NBC News--America Close-up
- .Tyson Newsletters
- .Tyson Regional Periodials
- .Wallace Statesman (Campus Newspaper)
- .Local/State newspapers

Information about the project was also published and distributed through:

- .project brochures and posters
- .in-plant videos
- .contact with other NWPL project directors

For additional information concerning program products contact:

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My overview evaluation of the project is rated very highly. We have all worked well together on this demonstration program.

Gerald Elliott

Tyson is enjoying a more energetic workforce, more capable of change and a willingness to assist in the change.

Max Dover

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Sarah Newcomb, Program Officer
Melissa Morrill, Program Officer
Yvonne Mapson, Grants Officer
Constance Tynes, Grants Officer

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Blountsville:	Wade Hankinson
Boaz:	Bill Bollinger
Gadsden:	John Pittard
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Boaz:	Randal White, AE Supervisor Gayle Cribbs, Gretta Cloud, Instructors
Gadsden:	Roger Porter, AE Supervisor Ken Jaggers, Instructor
Heflin:	Joe Cavender, AE Supervisor Shelby Skinner, Instructor

Green Thumb Inc:

Iris Jones,	Tutor/Clerical Aide, Boaz
Earlene Smith,	Tutor/Clerical Aide, Blountsville
Nellie White,	Tutor/Clerical Aide, Gadsden

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Maintenance; Computer Science; Electronics; Business Office; Public Relations; Title III; Library/Bookstore Staff; Training For Industry; Cooperative Education.

TIP GRADUATES

Congratulations, special thanks, and our gratitude go to all TTM's who make the first Project TIP a success in Alabama.

ASHLAND

Cook, Inez
Greer, Benny
Kelly, Laura
McCormick, Glenda
Painter, Troy
Ragland, John
Simmons, Joann
Simmons, Mary Jo
Street, Nancy
White, Richard
Wilson, Patricia

Carson, Mary
Finch, Glenn
Henry, William
Loveless, Virginia
Lowman, Ben
Parker, Minnie
Rhines, Betty
Garrett, David
Hallman, Rita K.
Jackson, Wilma
Pearson, Miller J.
Sanders, Evelyn

BLOUNTSVILLE

Able, Carolyn
Arnold, Sarah
Bailey, Sylvia
Bothwell, Katherine
Box, Charlotte
Elkins, LaRue
Ellenburg, James
Elrod, Elizabeth
Hoagland, Teresa
Isbell, Annie
Landman, Eugene
Latham, Bobby
Lochamy, Glenda
Patterson, Elizabeth
Pitts, Sarah
Silvers, Laverne
Smith, Pauline
Underwood, Sharon
Yancey, Mary Sue
Dye, Dicie
English, David
Key, David
Key, Emma Mae
Reid, James
Reid, Louise
Salter, Teresa
Trammell, Duncan
Turner, Allan
Turner, Dona
Carroll, Edna
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Childers, Ruth
Clements, Charlotte
Cook, Betty
Doty, Ann
Endsley, Judy
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Ferrell, Lillie
Latham, Donna J.
Posey, Iva L.
Powell, Larry
Robinson, Johnny L.
Treadway, Sybil
White, Teresa
Wood, Andrea

BOAZ

Bouldin, Gerald
Cowart, James
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Elkins, Tommy
Fleming, Teri
Garmon, Bobby
Harvell, Sandra
Ingram, Shirley
Kidd, Pat
LaCount, Donna
LaRue, Janice
Matthews, Sammie
Meisenholder, Linda
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Spinks, Sharlon
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Traylor, Elizabeth
White, Sandra
Bonds, Linda
Bridges, Ester
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Dollar, Darlene
East, Renea
Harris, Shirley
Jones, Barbara
Jones, Russell
Rhoades, Gail
Seaton, Sherri
White, Kaye
Berry, William
Childs, Emma Jean
Dendy, Vernon
Fowler, Lynn
Mahan, Greg
Minor, Muriel
Smith, Kristie
Stricklin, Norman
Thompson, Jimmy

GADSDEN

Blackmon, Rosemary
Gibson, Albert
Freeman, Thomas
Hale, Linda
Marrie, Loretta
Robinson, Gloria
Whitehead, Gloria
Whiteside, Duane
Williams, Alice
Wilson, Florence
Wilson, Kathy
Woodard, Naomi
Zeigler, Ronald

Hill, Deverett
Horton, Nazaree
Lett, Sallie
Loyd, Pamela
Radney, Eleanor
Smith, Delma

Crowley, Tuleca
Holifield, Walter
Hoyt, Katie
Johnson, Barrett
Johnson, Delores
Jones, Betty
Kennedy, Melvin
Porter, Ruby
Price, Peggy
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Williams, Virginia

HEFLIN

Akles, Charles
Ford, Michael
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Goodwin, Fred
Hall, Harrison
Henry, Frances
Hudgins, Scottie
Hulsey, Jonathan
Meleckas, John
Parris, Cynthia
Parris, John
Ragsdale, Kathy
Reed, Carolyn
Russell, Linda
Tucker, Mary Ann
Hurst, Darlene
Morris, Joe
Brooks, Randall L.
Cole, Jr., Elbert L.
Cosden, Norman
Jackson, Joe
Mullally, Diana L.
Owen, Mary Ellen

The TIP Program, in my opinion, is the most positive and productive benefit Tyson Foods has available.

Clarence Wilson

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TIP GRADUATION

When we come together as we are,
We've all worked hard to get this far.
A great satisfaction for what we've done,
It really wasn't hard, and sometimes fun.
For this day of ours is here to stay.
We can all think back on these days.
Graduation Day is finally ours,
For all the hard work and long, long hours.
For we've got something we'll ne'er forget,
And most of all there's no regret.
When we get our diploma and take it home,
It's something we'll remember and it never is gone.

by Johnny Robinson
Blountsville Team Member

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